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ABSTRACT

This report provides data on the goals and outcomes of a consortium established in 1994 by public and private safety agencies and community colleges in California. The opening sections describe the formation of the consortium, indicating that its main goals are to reduce duplication of public safety course offerings at adjacent locations; create an inventory of resources that could be shared; implement a centrally-located computerized schedule of course offerings to publicize training dates, times, and locations; identify training needs; and facilitate the articulation of Tech Prep programs with local high schools. Next, an overview of operations is provided, indicating that four subcommittees were formed to review curricula, establish a public safety forum on an electronic bulletin board, review training needs, and undertake marketing initiatives, respectively. Next, outcomes, an evaluation, and conclusions are provided for seven program objectives and an overall program evaluation is presented. The program evaluation describes outcomes related to dissemination of project data and provides summative reports of outcomes from the four subcommittees. Finally, conclusions, recommendations, and a discussion of public safety trends and future project goals are presented. Appendixes include a list of advisory committee members, a map of consortium members, text of the Assembly Resolution requiring public safety courses, a consortium organizational chart, a copy of a questionnaire used to determine existing resources, and a position paper on public safety coursework. (KP)

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Southern California Public Safety Training Consortium

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June 1995

FOREWORD

"This report is made pursuant to contract/agreement number 94-0113. This project was supported by the Carl D. Perkins Vocational Education Act of 1990 with funds administered by the Chancellor's Office, California Community Colleges.

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EXECUTIVE SUMMARY

California Assembly Concurrent Resolution Number 93 introduced by Assembly members Woodruff and Brulte on February 20, 1992 states that California Community Colleges must offer sufficient public safety training courses to satisfy state-mandated training requirements, participate in regional consortiums of community colleges in order to minimize duplication of training courses, and make training courses more readily available. To facilitate this process, Los Angeles Mission College through a competitive process was awarded a grant to form a southern consortium of public safety agencies and community colleges. In the summer of 1994 the Southern California Public Safety Training Consortium conducted its first meeting to improve communication and work cooperatively in removing the barriers that exist between community college districts and public safety practitioners.
Specifically, this consortium was established to foster communication among public safety practitioners and the community colleges in order to: 1) reduce the duplication of course offerings in adjacent locations, 2) create an inventory of resources that could be shared, 3) implement an electronic centrally located computerized schedule of course offerings which could publicize training dates, times, locations, 4) identify the training needs, and 5) articulate Tech Prep programs with local high schools. It is the intent of the consortium to explore revenue saving measures and cooperate with the regionalization consortium.

The consortium concept is broader than regional training centers. It calls for the coordination beyond the regions and includes private security. Currently, twenty-one colleges are represented in the consortium, along with Tech Prep coordinators, the State Fire Marshall, Commission on Peace Officer Standards and Training (POST), Corrections, Chancellor's Office, Public Safety Training Centers and Private Security.

Four subcommittees met throughout the year. A summary statement for each subcommittee follows:

Curriculum -	Curriculum models were reviewed and issues of state-wide standardization, sequence of coursework, open access, needs of special populations and integration of academic / vocational competencies were addressed.
Electronic Bulletin Board -	The CAVIX system was selected to host the public safety forum which is currently operationally under the forum topic "PUBSAF."
Training Needs -	A review of the training needs of law enforcement, fire sciences, environmental safety, and corrections was conducted and results communicated to the curriculum committee to ensure comprehensive planning of necessary coursework.
Marketing -	A short video is planned to promote the use of the public safety forum on the CAVIX system so that resources can be shared and training schedules coordinated among community colleges and public safety practitioners.

STATEMENT OF THE PROBLEM

The state-wide budgetary pressures exacerbated by the lingering California recession and the recent natural disasters underscore the immediate, critical and compelling need for the formation of a Southern California Public Safety Education Training Consortium to offset the funding deficits without sacrificing public safety services.

The stage is set for a new training paradigms to emerge, particularly in the southern California region where sixty percent of the sworn and reserve personnel are trained and employed. It is no longer fiscally responsible to continue under existing funding policies which encouraged local autonomy and which often lead to duplication of courses in neighboring districts. This practice results in under-enrolled courses adding an additional strain to an already over extended budget. It is time to review training requirements and curriculum, regionally plan course offerings, share resources, reexamine California Community College's role in the delivery of public safety training and rebuild reliance upon this system which maximizes the cost effectiveness of public safety training.

California Community Colleges are positioned to sequence coursework and integrate vocational training with academics as established in the Carl D. Perkins Vocational and Applied Technology Education Act - Perkins II. Other legislated measures, such as Assembly Concurrent Resolution 93, require California Community Colleges to offer sufficient public safety training courses to satisfy state-mandated training. These events focus attention on the importance of the consortium and its goals.

GOAL/MISSION STATEMENT

The purpose of the Southern California Public Safety Training Consortium is to be a catalyst in the development of strategies for 1) standardizing/sequencing training curriculum , 2) consolidating courses for maximum enrollment, 3) sharing resources, 4) initiating an electronic communication structure, 5) increasing linkages between secondary and post-secondary educational institutions, 6) expanding access and retention of underrepresented students and 7) coordinating public safety training throughout the region.

This consortium goal is based on the more general Mission Statement of the California Community Colleges which states that individuals should have opportunities to develop their full potential and that the community colleges should be accessible to all individuals who have the capacity and motivation to profit from higher education.

CONSORTIUM OVERVIEW

The need for a Southern California Public Safety Training Consortium was determined after several meetings organized by the Commission on Peace Officer Standards and Training (POST). At the meetings held on March 8, 1994 at Crown Sterling Suites in Santa Ana and on May 10, 1994 at Westec Security in Newport Beach, the group endorsed the consortium concept and agreed that the time had come to relinquish parochial concerns. The goal was to coordinate an effort which would establish a process to review, certify, and disseminate curriculum, and to improve the cost effectiveness of public safety training by pooling resources and coordinating training.

Upon notification of award of the consortium grant, the Southern California Public Safety Training Consortium was officially formed in the summer of 1994. This consortium came together to address the barriers that exist between community college districts and public safety practitioners. Currently, community colleges from the southern region are represented in the consortium, along with Tech Prep coordinators, the State Fire Marshall, Commission on Peace Officer Standards and Training (POST), Corrections, Public Safety Training Centers, Private Security, Standards and Training for Corrections (STC), California Specialized Training Institute (CSTI), California Association of Administration of Justice Educators (CAAJE), California Academy Directors Association (CADA), California Association of Police Training Officers (CAPTO), and the California Community College Chancellor's Office.

It is planned that the consortium will build upon the efforts of other groups such as the Evergreen Public Safety Consortium, the Public Safety Curriculum projects at Golden West College/Santa Rosa colleges , telecommunications program, regionalization consortium, and Tech Prep grants. It is a priority of this consortium to network with all related grants to coordinate similar activities.

OBJECTIVES
OUTCOMES/EVALUATION/CONCLUSIONS BY OBJECTIVE

The objectives were based on the mission statement proposed at the initial gathering of interested public safety practitioners and were formulated to improve communication of course offerings, to develop standardization, integration and sequence of curriculum, and to implement programs that reflect industry needs.

OBJECTIVE 1:

By September 1994 form the "Southern California Public Safety Education Training Consortium" with its respective advisory committee. The consortia of colleges will have coterminous boundaries and will conduct public safety programs. The advisory committee will be comprised of a minimum of fifteen college consortium teams, five tech-prep coordinators from feeder high schools and four representatives from the public safety agencies (law enforcement, corrections, fire and environmental technology.)

Outcomes: *The Southern California Public Safety Training Consortium held its first meeting on July 28, 1994 at the San Bernardino Sheriff's Academy. Ten colleges were represented at the first meeting. Currently, twenty-one colleges have sent representatives to the advisory meetings. A special joint meeting of high school, community college and university representatives was conducted to establish the foundation for a seamless curriculum that starts at the high school level, transitions to the community college and transfers to the university level. Seven universities (California State Universities at Long Beach, Los Angeles, Sacramento, San Bernardino, San Marcos and Fullerton and Chapman University); and six Regional Occupation Programs (Baldy View ROP, North County ROP, East San Gabriel Valley ROP, La Puente Valley ROP, San Antonio ROP, Tri Cities ROP,) including twelve high schools and\or districts (Bonita, Chaffey, Chino, Claremont, El Monte, El Rancho, Fontana, Los Angeles, Pioneer, Pomona , Rialto and Upland) contributed to the articulation process. All four public safety agencies, law enforcement, fire, corrections and environmental safety, were represented in the consortium.*

Evaluation: *Compared to the stated objective: community college participation was at 140%, high schools participation was at 250% and representation of the public safety agencies was 100%. Additionally, seven universities were represented to expand articulation agreements to the Bachelor's degree level. Community colleges in the southern region were invited to participate.*

The consortium conducted its first meeting a month before the estimated September start date, which allowed for a total of seven advisory committee meetings on the following dates:

DATE	*HOST*
July 28, 1994	*San Bernardino Sheriff's Academy*
September 29, 1994	*Golden West College*
November 18, 1994	*Palomar College*
January 27, 1995	*Fullerton College*
March 3, 1995	*Rio Hondo College*
March 28, 1995	*San Bernardino Sheriff's Headquarters*
April 28, 1995	*Los Angeles Mission College*

Conclusion: *It is imperative that community colleges with public safety programs, take the initiative to contact representatives at the high schools and four-year colleges to develop a seamless curriculum for students interested in employment in fire, corrections, private security, law enforcement, and environmental technology. Keeping the lines of communications open is vital to the success of sharing resources and keeping curriculum relevant. Communication was enhanced through attendance at public safety advisory committee meetings and participation in consortium activities.*

OBJECTIVE 2:

By January 1995 work in conjunction with the state certifying agencies in assessing training needs of public safety employers, particularly assessing educational training needs which improves access and retention for all segments of the population. Develop a questionnaire in conjunction with industry partners and certifying agencies (POST, CSTI, State Fire Marshall, and STC). This needs assessment will be distributed to a minimum of thirty colleges and their respective employing agencies and TECH-PREP partners with an 75% rate of return.

Outcomes: *Training needs surveys were conducted in the following areas: Fire Technology under the auspices of the Fire Technology Directors, Law Enforcement under the auspices of POST, and Corrections under the auspices of the State Board of Corrections. Environmental Safety and Private Security do not have standardized mandated annual surveys as yet.*

The Safety and Security Management Program Advisory Committee at Palomar College commissioned a curriculum needs assessment for the purpose of developing a career education plan for security personnel. The survey instrument was mailed to two hundred San Diego County

area security company owners, security managers and other security service providers. Thirty-five percent of the questionnaires were completed and returned by March 31, 1994. Ninety-eight percent responded that there was a need for a career education path for security personnel. Ninety-five percent saw a need for an associate degree and ninety-two percent saw a need for a baccalaureate degree. One hundred percent responded there is a need for a continuing educational requirement for private security personnel. The results of the training needs will be incorporated into establishing new courses, revising existing courses, or eliminating obsolete or unnecessary courses.

Evaluation: *It was determined that the training needs surveys should be distributed through the agencies to the practitioners. The community college and high school's role is to develop curriculum in collaboration with the agencies and practitioners in response to the determined training needs. The analysis of the results of training needs surveys identified the demand for additional courses which are prioritized annually by POST and every two years by the State Board of Corrections and the Fire Technology directors. Private Security conducts surveys on an as-needed basis. Environmental technology is not complete at this time.*

Conclusion: *It is recommended that training needs surveys should be conducted through the state certifying agencies.*

OBJECTIVE 3:

By February 1995, maximize resources by taking an inventory of the available facilities, equipment, and faculty and by creating a comprehensive resource list which is distributed to 100% of the consortium partners.

Outcomes: *A resource inventory form was developed and distributed to the consortium partners. The inventory is listed on an electronic bulletin board system, California Academic and Vocational Information Exchange (CAVIX). The CAVIX system was selected as a system that would provide flexibility in setting up shared information, offer excellent support system to users and maintain a simple user friendly means to access information. All interested individuals can sign-on to the CAVIX system and access the data electronically at (800) 834-8428 or (408) 479-0961. If you need assistance call Mary Auvil at (408) 475-4993.*

Evaluation: *The inventory list was distributed to 100% of the consortium partners. To date, 66% of community colleges submitted information for the CAVIX bulletin board system.*

Conclusion: *This project has established a good communication base. It is expected that the information collected will save time, duplication of effort, and curriculum overlap for the various agencies that use the system. As long as the CAVIX system is a cost effective vehicle for access to public safety curriculum and training schedules, it is the recommended bulletin board system. If costs become prohibitive to the occasional user, another system should be explored.*

OBJECTIVE 4:

By March 1995, examine existing courses and the Evergreen Valley College model of standardized courses and reach a consensus on the integration of these courses within the southern region. Coordinate the sequence and integration of curriculum with the state chancellor's office and the certifying agencies for standardization of courses which increase access for all populations and strive to eliminate gender bias while meeting local needs. Analyze the number and types of programs added, expanded or dropped during the grant period. Coordinate the sequence and integration by utilizing a team approach of academic and vocation faculty of the California Community Colleges, professional associations, and the State Public Safety Certifying Agencies

Outcomes: *A curriculum subcommittee was established to analyze existing curriculum models and make recommendations for the identification and sequence of a law enforcement core curriculum. Fire science, corrections and environmental safety have a standardized core curriculum. The subcommittee reviewed the 1992 Public Safety Curriculum Project (status of public safety education), 1993 Administration of Justice Curriculum Project (standardization of law enforcement and corrections curricula), 1993 Public Safety Curriculum Project (new course development / introduction to Administration of Justice revision), CAAJE Curriculum Project (The Blue Book), and the POST /Community College Project (Police College).*

During the next funding cycle, the curriculum subcommittee members will review the results of the 1994 Public Safety Curriculum and Professional Development Grant (Grant agreement number 94-112-001) to correlate their findings.

Evaluation: *Curriculum projects were reviewed and a core curricula identified for the four areas of public safety: fire, environmental safety, law*

enforcement and corrections. Consensus was reached by representatives from academic and vocational faculty, professional associations and the State's Public Safety Certifying Agencies to endorse a multi-format course delivery system rather than a single format. Even though the police college concept is a sophisticated integrated model (learning community), it is apparent that it would not be appropriate in all learning situations; therefore is not endorsed as the single integrated delivery format.

Conclusion: *The Southern California Public Safety Training Consortium is prepared to present their recommendations for a standardized public safety curricula at statewide consortia meetings held during the next funding cycle.*

OBJECTIVE 5:

By April 1995, improve communication and work cooperatively to remove the barriers that exist between community college districts in articulating courses, sharing resources and scheduling delivery of training. Draft a training matrix for delivery of instruction which meets the needs of local public safety practitioners and publicizes services to special populations.

Outcomes: *The CAVIX electronic bulletin board system was established to facilitate scheduling of training programs at the community colleges and display a resource inventory that will foster resource sharing. The CAVIX bulletin board is available to all interested individuals. It particularly meets the needs of special populations because it can be accessed from home computers. As computer systems for special populations become common place, obtaining information electronically will increase access.*

Evaluation: *Communication is greatly improved as a result of the advisory meetings and representatives working together toward long-range consortium goals. Having the CAVIX system operational has the potential to enhance communication through electronic mail and through electronic posting of training schedules and resource inventories.*

Conclusion: *A series of events coming together was the catalyst for forming the consortium. The following factors contributed to its formation: the continuing California recession causing unrelenting budget cuts for public safety and education; the adaption of Concurrent Resolution #93; the national trend of forming alliances due to their synergistic effect; and the need to consolidate programs for cost effectiveness. The consortium partners are solution oriented and are working to overcome any barriers that still exist.*

OBJECTIVE 6:

By May 1995, develop a marketing strategy that reaches 100% of agencies within the consortium and examine the feasibility of publicizing the training on an electronic message center that could be accessed through "Internet" or the community college's "Infonet." Analyze the Chancellor's Office Management Information System (MIS) data to verify compliance for gender balance and enrollment of special populations.

Outcomes: *Consensus was reached to produce a six minute video tape to promote the services available through the electronic bulletin board system. The CAVIX system has internet connectivity and was developed for use by community college personnel. The aim of this grant was to establish a consortium of public safety practitioners and community colleges and to review curriculum. Curriculum to serve special populations was discussed as an issue. Since curriculum was not field tested, there was not any direct student involvement during the funding period; and therefore, specific MIS data does not exist for this project. A review of statewide data was made and documented in the Chancellor's report.*

Evaluation: *Not only did the consortium analyze the feasibility of electronic communication, but the system is operational. A video tape is the predominate strategy to encourage use of the bulletin board system, but train-the-trainer sessions, flyers and correspondence will augment the video tape. The use of a video tape is a dynamic marketing tool, which should prove to be an effective means to encourage use of the electronic bulletin board system. The marketing strategy is designed to reach 100% of agencies through the electronic system. For further promotion, the video tape will be advertized through the POST bulletin board system.*

Conclusion: *Many good curriculum models such as the Blue Book are currently available, but are not used by many Administration of Justice programs in the community college. This may be the result of lack of knowledge about their existence. The marketing strategy, electronic bulletin board and video tape will promote the use of such curriculum and highlight other activities of the consortium.*

OBJECTIVE 7:

By June 1995, evaluate project's results, make recommendations, and disseminate a final report to 100% of consortium members, Chancellor's office, 107 California Community Colleges (CCC), Commission on Peace Officer Standards and Training (POST), Standards and Training for Corrections (STC), State Fire Marshal (SFM), California Specialized Training Institute (CSTI), California Association of Administration of Justice Educators (CAAJE), California

Academy Directors Association (CADA), and California Association of Police Training Officers (CAPTO).

Outcomes: *The projects's results will be published on the CAVIX bulletin board. Letters summarizing the project and an explanation of how to access the detailed report will be sent to 100% of consortium members, 107 community colleges, POST, STC, SFM, CSTI, CAAJE, CADA; and CAPTO. An original report and mandatory copies will be sent to the State Chancellor's Office. Project recommendations are listed in this report. Please refer to the table of contents in this document for the exact page number.*

Evaluation: *Recommendations were formulated as a result of consortium activities. The concepts contained in these recommendations were presented at two conferences: 1)Western Pacific Association of Criminal Justice Educators (October 20-23), 2) and at The Global Village Schools National Conference - Inventing Tomorrow's Schools (April 5-8, 1995.) An original report and mandatory copies will be sent to the Chancellor's office. The CAVIX bulletin board will post the final report.*

Conclusion: *Since the electronic bulletin board is operational, it is important to model the use of the electronic distribution and access of information; therefore the decision was made to post the detailed final report on an electronic bulletin board system. This electronic distribution has the benefit of making the report available to interested individuals long after the end of the grant funding cycle without additional costs.*

PROGRAM EVALUATION

NARRATIVE:

The evaluation process included an on-going review of activities throughout the grant period by the project director and coordinated with the grant's special projects evaluator at the Chancellor's Office. Outcomes, evaluations and conclusions were listed by objective for ease of comparison. Lengthy evaluation data is contained in the appendix of this document or from sources as noted.

DISSEMINATION:

1. The project director, Dr. David Balch, and the Division Dean, Frank Patino, presented the status of the consortium's activities at the Western Pacific Association of Criminal Justice Educators' conference entitled, "Twenty-first Century Alternatives to the Traditional Methods of Criminal Justice," in Salt Lake City on October 20-23, 1994. This organization represents criminal justice educators in the western region of the United States. The presentation defined a model and the steps taken to create a consortium in which articulation can occur with input from educators, public safety certifying agencies, practitioners and employers.

2. On May 4 and 5 Frank Patino and David Balch attended the California Association of Criminal Justice Educators' yearly conference. Reports were made by the southern and northern consortium in regards to curriculum development. The northern consortium distributed a report detailing their work on continuing professional development curriculum. The group then discussed plans for collaboration on a state-wide basis.

3. Dr. David Balch was invited to be a participant at the Global Village Schools National Conference held in Atlanta, Georgia on April 5-8, 1995. The conference is the result of a collaboration of leaders from technology and education: The University of Oklahoma, The Global Village Schools Institute, The Center for Educational Leadership and Technology, and the Mecklenburger Group. The conference concept was about inventing the schooling that is needed if all people are to succeed in the information age. The global village was taken from philosopher Marshall McLuhan's expression about the societal impact of the information age. It means that learners simultaneously live not only in their local communities, but are connected to others around the world.

4. This final report was sent to the Chancellor's Office. Letters were sent to members of the advisory committees and to the presidents of all California Community Colleges summarizing the project and directing them to access the report through the CAVIX bulletin board system for a detailed report of the grant's accomplishments.

SUMMATIVE REPORTS FOR THE FOUR SUBCOMMITTEES:

1. **CURRICULUM SUBCOMMITTEE** - Chairmen: P.J. Ortmeier and Richard Michelson

Outcome: *The curriculum subcommittee met to address issues of 1) state-wide curriculum standardization and sequence 2) articulation for a seamless public safety curriculum, 3) integration of academic and vocational competencies, and 4) open access and special populations.*

The Southern California Public Safety Training Consortium Curriculum Subcommittee reviewed the work the following curriculum groups including: 1992 Public Safety Curriculum Project (status of public safety education), 1993 Administration of Justice Curriculum Project (standardization of law enforcement and corrections curricula), 1993 Public Safety Curriculum Project (new course development/introduction to Administration of Justice revision, CAAJE Curriculum Project - The Bluebook, and the POST project.

Another curriculum study, Safety Curriculum and Professional Development Grant (grant agreement number 94-112-001 dated July 1 , 1994), is a current and comprehensive curriculum project. Upon completion, the Southern California Training Consortium's curriculum subcommittee will review the findings and endorsed where appropriate the curriculum revisions and initiate discussions at a statewide consortium meeting. The final report of grant agreement number 94-112-001 in its entirety is available through the California State Chancellor's Office.

It is the intent of the consortium to collaborate with all public safety curriculum groups, so that curriculum is standardized and coordinated among all of the State's community colleges and public safety agencies.

Standardized Core Curriculum

The standardized core curriculum was identified in corrections, environmental safety, fire science and law enforcement.

Corrections Core Courses

The Correctional Science Curriculum Project has developed a recommended pattern for an Associate Degree in Correctional Science. This sequence has been endorsed by the Joint Apprenticeship Committee of the California Department of Corrections, California Youth Authority and California Correctional)Peace Officers Association as a program which would be of benefit to apprentices. The core course consists of eighteen units.

Introduction to Corrections (3 units)
Concepts of Criminal Law (3 units)
Correctional Interviewing and Counseling (3 units)
Control and Supervision in Corrections (3 units)
Correctional Writing (3 units)
Legal Aspects of Corrections (3 units)

Additional Unit Requirements:
Recommended Courses (discretion at local colleges)
Work Experience (maximum of six units)
Basic Academy Credit (up to twelve units)
General Education Units

Janan Hayes is director of the Correctional Science Project at Merced College (phone (209) 384-6345 /fax (209) 384-6362).

Environmental Safety - Core Courses

The core curriculum for environmental safety is as follows:

Introduction to Environmental Hazardous Materials Tech. (3 units)
Waste Stream Gen./Red./Treatment (3 units)
Health Effects on Hazardous Materials (3 units)
Hazardous Waste Management Applications/Lab (4 units)
Hazardous Materials Management Applications/Lab (4 units)
Safety and Emergency Response /Lab (4 units)
General Biology (4 units)
Environmental Biology (4 units)
Technical Writing or Approaches to Writing (3 units)
Elements of General Chemistry (5 units)

Fire Technology - Core Courses

The Fire Technology Curriculum Project (91-0994) standardized and revised fire technology curriculum and the certification process. Courses were developed to provide fire protection professionals with the base level of knowledge necessary to perform successfully in future occupations as well as refresh/enhance these skill levels of those currently employed. The core curriculum includes 15 units.

Fire Protection Organization (3 units)
Fire Prevention Technology (3 units)
Fire Protection Equipment and Systems (3 units)
Building Construction for Fire Protection (3 units)
Fire Behavior and Combustion (3 units)

Law Enforcement - Proposed Core Courses

The proposed core curriculum for law enforcement Associate of Science degree is approved by CAAJE and is as follows:

Introduction to Administration of Justice
Criminal Law
Introduction to Evidence
Exploring Contemporary Multicultural Issues
Written and Interpersonal Communication Methods
Cognitive course work currently taught in academies and which can be taught in existing college courses like Criminal Procedures, Investigation and Community Relations.

Curriculum Issue - Articulation for a Seamless Curriculum

Articulation is a planned process linking two or more educational systems together to help students make a smooth transition and to educationally prepare them for these transitions with a minimum of overlap in learning. It is a collaborative process through which the providers of education define and delineate roles, responsibilities, and competency mastery at each level of instruction. Articulation may occur among programs as well as between specific courses. Program articulation identifies the courses and the sequence of courses which enable students to achieve their educational goals. Course articulation is the development of agreements between two institutions to accept courses completed at a sending institution as meeting specific course requirements at a receiving institution. To accomplish the goals,

articulation must be future oriented, organized, consistent and documented.

As curriculum moves toward "outcome based" rather than "hour based" a new articulation paradigm may emerge. The concept that once students demonstrate mastery of concepts they should not have to repeat similar course work is the basis of statewide standardization and articulation of public safety curriculum. The philosophy is to build bridges not fences as we work toward an articulated seamless curriculum.

A seamless curriculum involving high school Tech Prep programs should be explored and developed so that it leads to an Associate of Science degree and transfer to a four year program. Articulation agreements should be in place to support the seamless curriculum. Employees seeking promotions will know that the programs are designed for transferability. Tech Prep coordinators, community colleges, four year colleges/universities and public safety practitioners met on March 3, 1995 at Rio Hondo College to work toward an articulated program. Follow-up meetings will be conducted at community colleges and their feeder high schools. Formal articulation agreements are anticipated to be effective on July 1, 1995 with Rio Hondo College and Tri-Cities, La Puente and East San Gabriel Valley Regional Occupation Centers. El Monte, El Rancho and Pioneer High Schools agreements are soon to follow. It was recommended that the course, Theory and Concepts of Contemporary Public Safety, should be taught at the high school level as part of the public safety/private security Tech Prep model.

Curriculum Issue - Integration of Academic/Vocational/Scans

Applied academics or infusing math, science, language arts, speech, cultural diversity into the curriculum should facilitate learning. There are several models of integration: 1) Infusing academics into existing vocational programs or vocational competencies into existing academic courses, 2) paired Course work where students are required to co-enroll in two courses and were the instructors coordinate assignments, 3) development of a new course that is written to integrate both academic and vocational competencies and 4) creation of learning communities that integrate vocational and academic competencies in an entire prescribed certificate or degree program for cohort student groups. The Police College format would be an example of the learning community in which a group of students complete a prescribed set of classes together. This model has a higher than average retention rate of program completers. The police college model integrates courses identified by the CAAJE

Curriculum Project with course work from the POST Basic Academy. Contact Jim Newman (Rio Hondo College) for syllabi/course outlines. Each syllabus contains references to the POST Performance Objectives.

PROPOSED POLICE COLLEGE
A Model for Integration

YEAR ONE

Fall Semester

Introduction to Administration of Justice (AJ 101)
Contemporary Issues of Administration of Justice (AJ 250)
Communications
Political Science
Life Science

Fall Break - Session 1

First Aid and CPR (LD # 34 -21 hours)

Winter Break Session 1

Physical Fitness/Officer Stress (LD # 32 - 40 hours)
Investigative Report Writing (LD # 18 - 36 hours)

Spring Semester

Administration of Justice System (AJ 102)
Community Relations (AJ 105)
Police Report Writing (AJ 41)
Sociology
Humanities

Summer Session 1

Criminal Law (AJ 103)
Police Operations (AJ 228)

Crisis Intervention/Victimology (LD #4) - 6 hours)
Community Relations Scenarios (LD #3)
Patrol Techniques (LD #21)
Vehicle Pullovers (LD #22)
Crimes In Progress (LD #23)
Handling Disputes/Crowd Control (LD #24)
Domestic Violence (LD #25)
Traffic Enforcement (LD #28)
Traffic Accident Investigation (LD #29)
Person Searches, Baton (LD #33 - 44 hours)

YEAR TWO

Fall Semester

Evidence (AJ 104)
Juvenile (AJ 207)
Psychology
Physical Science
Speech

Winter Break - Session II

Laws of Arrest (LD # 15)
Use of Force (LD #20)

Spring Semester

Narcotics and Vice (AJ 208)
Investigations (AJ 215)
Health Sciences
Fine Arts
Mathematics

Spring Break - Session II

Persons with Disabilities (LD #37)
Gang Awareness (LD #38)

Summer Session II

Preliminary Investigation (LD#30)
Vehicle Operation (LD #19 - 24 hours)
Weapons Violations (LD# 40)
Firearms/Chemical Agents (LD #35 - 60 hours)
Information Systems (LD #36)
Hazardous Materials (LD #41)

Traditionally, academic and vocational curricula have been developed along separate tracks, with little collaboration among faculty in the two distinct areas. This situation often resulted in segmented instruction for vocational students. The integration of academic and vocational competencies in the public safety curriculum is a high priority. P. J. Ortmeier's vision in his doctoral dissertation is to establish and implement a "Career Master Plan for

Public Personnel: Integration of Vocational Skills and Applied Academics." This type of curriculum is considered an exemplary design because it integrates vocational/ academics competencies, problem solving, critical thinking and communication skills.

Curriculum Issue: Access/Special Populations

Underrepresented populations are encouraged to seek training which will equip them with the education, skills, and attitudes for gainful employment in public safety and private security. Support services are important in the retention of special populations. It is suggested that cohort groups of students be formed upon entry into the training program and that a preset schedule of classes is established. It is recommended that a strategy to publicize support services along with the course offerings be provided. As training programs are developed care must be taken to address the issue that some public safety students may not meet all the physical, psychological, and legal requirements for employment in public law enforcement, but that the training prepares them for alternative career paths such as jobs using technology to detect computer crimes.

Alternative Instructional Delivery Methodology to Increase Access

Two statewide public safety education interactive teleconferences were broadcast for professionals in the public safety field. The first in November 1994 and the second in March 1995. These teleconferences addressed curriculum issues including standardization throughout the state of California. Interactive teleconference participation was encouraged throughout the state, so that a broad overview of issues could be addressed. This method of delivery proved effective and should be explored in the delivery of training to increase student access.

Recommendations - Curriculum Subcommittee

1. Curriculum design should provide a career pathway similar to Tech Prep.

2. Curriculum should be competency-based rather than hour-based.

3. A "general" public safety introductory core course, Theory and Concepts of Contemporary Public Safety, may not be appropriate at the postsecondary level at this time due to the limited coursework

space remaining after existing core courses and general education requirements are fulfilled. It is suggested that this course might be appropriate at the secondary education level in a Tech Prep format. In addition, it is suggested that AJ101, Introduction to the Administration of Justice, might be taken for college credit at the 12th grade high school level.

4. A course in practical Spanish is recommended and appropriate also at the high school level in a Tech Prep format.

5. Traditional college coursework should focus on concepts and academy coursework should focus on the development of technical skills (unless concepts and technical skills are integrated into single format).

6. Alternative instructional design for delivery of concept-based and technical skills should be explored.

7. Nursing education/licensing programs may be viewed as a possible model to be emulated in public safety education.

8. Endorse concept of regional community college testing centers for POST exams (when student is ready for block exam, the exam would be downloaded at the testing center). Exam integrity and security would be important.

9. Endorse concept of multiple formats for delivery of concepts and technical skills. Examples:
   a. single format model -- concepts and technical skills integrated
   b. multiple format model -- concepts delivered via community college coursework, technical skills delivered via academy

10. Endorse and encourage academic transfer/career development plan and student counseling regarding same.

11. Endorse concept of vertical and horizontal articulation to enhance career education concept.

12. Endorse instructional programming which incorporates the SCANS competencies and encourages the development of transferrable skills. Students should be advised that individuals may be forced into multiple careers in their lifetimes and that employment opportunities in fire science and law enforcement are currently limited whereas opportunities in corrections and private security are not.

13. In addition to #12 above, instructional programming should address open access and target special populations, such as the disabled, who

may be eligible for employment in public safety and private security occupations which do not require rigid physical prequalifications.

14. A system for monitoring student retention, successful "completion", job placement, and follow-up should be developed. This recommendation is consistent with the accountability requirements as established by Assembly Bill No. 1725 and endorsed by the Chancellor's Office..

15. Endorse the development of a career education master plan for public safety education to promote career development, career change, or promotion.
    a. Elementary grades K-6 --public safety career awareness.
    b. Middle grades 7-8 --public safety career exploration.
    c. High school grades 9-12--entry level public safety career preparation. Articulation with academies, adult school/ROP's, community colleges, and four-year college programs.
    d. Vertical as well as horizontal articulation between and among public safety academies, adult school/ROP's, community colleges, 4 year college programs and graduate programs to enhance career development, career change, continuing education, and promotion from entry level through mid-level to upper level career opportunities.

Evaluation: *The curriculum subcommittee did an excellent job of addressing curriculum "process" issues and identifying several unresolved curriculum "content" issues. For example, in addition to the development of critical thinking, human relations, and communications skills, "concept" curriculum content should address leadership and supervision skills as well. Furthermore, current curriculum content fails to adequately address emerging problems with, and investigative techniques for, white-collar and computer-related crime as well as domestic terrorism.*

Conclusion: *A strategy for "buy-in" and implementation of the model plan for public safety training and education by the various colleges and agencies throughout the state needs to be developed to ensure achievement of the goals of this consortium project.*

2. **Electronic Bulletin Board Subcommittee** - Chairman: Wayne Olson

Outcomes: *The Electronic Bulletin Board Committee met to study the feasibility of creating an electronic bulletin board to report consortium outcomes. Not only was it determined that an electronic bulletin board system (BBS) was the preferred means to disseminate consortium information; but it is operational. The subcommittee determined a framework, selected the carrier, developed data collection instruments, collected information, demonstrated the system to the advisory committee and coordinated with the POST electronic distribution system.*

CAVIX is a computer-to-computer information system that serves California educators at all levels. It was selected because it operates 24 hour a day-seven days a week, has four toll free lines (800 834-8428)/ one toll line (408 479-0961) and will host a forum for the Public Safety Training Consortium's news, resource inventory, and training schedules. Additionally internet connectivity, electronic mail and electronic file transfer are available.

To access the CAVIX bulletin board you need a computer, a modem, a telephone line, and communications software. Dial the 800 number and respond to the log-in prompts until you reach the main menu. The main menu lists Public Safety Training Consortium as "Pubsaf" on the menu with sub-menus for fire, law enforcement, environmental safety and corrections. The three regional subdivisions are San Diego, Orange, and Los Angeles. Continue to area of interest, such as, course outlines, training schedules or certified courses. Call Mary Auvil at 408 475-4993 to request the CAVIX Quick Start Manual if you experience any difficulties in logging onto the system.

A major purpose of the bulletin board is the centralized electronic catalog of training that will help reduce under enrolled classes. The course title, number, time, date, location, and state certification are displayed. Additionally, a resource inventory is published through the CAVIX system. Use of the bulletin board will be encouraged by creating a user friendly system, demonstrating the CAVIX on-line service , responding to active users' suggestions, internet connectivity and distributing video clips via the POST network to create awareness of system. POST is collaborating with the Southern California Public Safety Training Consortium in making the CAVIX system a viable on-line service for public safety training providers. POST is planning to make available through the CAVIX system its electronic catalog of certified courses. To access the POST bulletin board directly call (916) 455-8778. Questions or comments regarding the POST system may be

directed to Darrell Stewart, Chief, Information Services Bureau at (916) 227-4839. The following is a listing of the main menu titles from the POST BBS: Announcements/Calendars, Bulletins/Newsletters, BBS Reference Library, Current Issues Library, Instructions for Ordering, POST Regulations/Procedures, Publications, Training, Help, Index, Messages, Software Utilities, Exit from Program.

Evaluation: *In spite of the tight time constraints, this subcommittee quickly determined that an electronic bulletin board was a viable option to disseminate the consortium information quickly and cost effectively. They worked to have the system operational during the grant period. The CAVIX system is user friendly, provides the means to link not only community colleges with each other, but high schools and the public safety industry as well. It offers on-site and on-line training, on-line surveys and one-on-one technical assistance.*

Conclusion: *The information age is upon us. The internet is providing access to a world of current information from any personal computer connected electronically to a service with internet connectivity. Within the community college district the 1995-96 requirement for several grants is that the members must be linked to CAVIX or Infonet and the grantee must report the number of consortium members utilizing the CAVIX or Infonet system.*

3. **Training Needs** - Chairman: Tom Feierabend

Outcomes: *The consortium contacted the four public safety agencies to determine the extent of training needs surveys. Results are available for law enforcement from POST, for corrections from Standards for Training in Corrections, for fire technology from the State Fire Marshal, and for Private Security from State Department of Consumer Affairs and POST. Environmental Technology is determining a process to conduct this survey on an annual basis.*

Evaluation: *Three of the public safety certifying agencies have training needs assessment instruments and collect data on a scheduled basis. In most cases, the process used in collecting data pertaining to the training needs by the various agencies demonstrates a necessity for collection of localized training needs. The law enforcement segment is funded and controlled by the state certifying agency and reflects a comprehensive assessment. Fire service and environmental safety training surveys are statewide, but do not have as comprehensive a sampling as law enforcement. Corrections conducts a state-wide survey, but neglects to survey local correctional facilities and probation departments.*

Conclusion: *It was determined that posting the results of the surveys on an electronic bulletin board would increase access and facilitate curriculum development and prioritization of course offerings. Availability of data derived from these industry surveys will allow community colleges to focus those resources which most accurately reflect the business community partners. With this information readily available on an electronic bulletin board system resources can be allocated in any fiscal period.*

4. **Promotion/Marketing** - Chairman: Earle Graham

Outcomes: *It is imperative that public safety employers and their personnel have an awareness of the resource inventory and training delivery matrix that was developed through this grant and is currently available to all interested individuals on the California Academic and Vocational Information Exchange (CAVIX) electronic bulletin board system (BBS).*
Therefore, a promotion/marketing committee was established. Earle

Graham- Vice President of Patrol and Communications Center Services for WESTEC Security, Inc. was selected as chairman of this subcommittee. In order to promote awareness and use of this bulletin board system, the marketing committee developed objectives to promote the consortium services.

Two target markets were identified: 1) internal customers such as the community colleges, vocational education administrators, consultants from state certifying agencies and 2) external customers such as high school tech/prep coordinators, law enforcement, fire services, private security, corporate security, environmental safety, medical transport /EMT/ Paramedic, court referred training and corrections.

Marketing methodologies such as flyers, brochures, color tri-fold brochures were conceptually developed, including plans for a six minute video tape. An outline of the video tape is complete and the story board is under development at Golden West College. Video production will begin in the fall of 1995 with the final product available in the spring of 1996. The video would be produced to promote the use of the electronic bulletin board system as a communication link, to highlight consortium goals and activities, and to define the role the consortium serves in the process. The use of electronic bulletin board is important if the information is accessed regularly by all agencies to reduce costs by sharing resources and collaboratively scheduling classes to avoid duplication of courses in adjacent geographic areas. Electronic bulletin boards can be updated easily with immediate access to all members. The success of the bulletin board is dependent on awareness and use. A fast paced, action packed video was chosen to highlight the information. The purpose of the video is to promote the use of the bulletin board system and awareness of status of statewide standardized curriculum, sharing of resources, coordinated scheduling of classes.

Evaluation: *This committee developed a comprehensive strategy for promoting the use of the electronic bulletin board. Along with the video, demonstrations and train-the-trainer workshops are part of the strategy to promote the use of the electronic bulletin board.*

Conclusion: *The video will be the result of cooperation with the northern (Santa Rosa) and southern consortium; thereby ensuring appropriateness of the state-wide target audience.*

PROJECT CONCLUSIONS

1.The change in the law which requires law enforcement reserves to take twenty-four hours of continuing education every two years creates a liability concern for agencies with regards to the reserves hired before January 1, 1997 who have not completed the entire basic training. It is concluded that a course created to augment the training for reserves hired before this date is necessary to reduce liability risks for public safety employers and should be required by many public safety employers.

2.The public's safety is optimized when cooperation/coordination among law enforcement, fire services, environmental safety, corrections and private security is achieved. Not only are the safety needs fulfilled through these alliances, but the taxpayer's dollars are conserved. Alternative ways to deliver public safety services must be addressed, such as cooperation with private security. In some communities, senior citizen help patrol their neighborhoods, private security alarm operators cooperate with law enforcement, and volunteers supplement the public safety workforce.

3.Existing and pending legislation provides the cement that binds the building blocks of the consortium together. Concurrent Resolution #99 initiated and established the foundation for cooperation and collaboration among public safety agencies, Pending legislation such as California's Senate Bill 1713, authored by Gary Hart, requires the Bureau of Security and Investigative Services (BSIS) to work with the Commission on Peace Officer Standards and Training (POST) and representative of the industry to develop new guidelines and standards for the selection and training of armed security personnel. HR1534 brings federal standards to the private security industry in the United States. These guidelines are shaping the future of public safety and private security, increasing the professionalism of the entire industry. It is evident that this type of legislation will contribute to the building of enduring alliances.

4.The consortium's recommendation not to endorse one single delivery formate allows for local selection of training models that satisfy the needs of the community. However, it was established that when teaching cognitive instruction separately from skills training, that connecting activities integrating both domains improves the results of the training program. The use of scenarios is an integration approach that has proven effective when it is immediately coupled with conceptual course work.

5.The State Chancellor's Office in conjunction with POST should take leadership to enforce the use of updated and revised standardized statewide curriculum which focuses on developing critical thinking skills, acquiring interpersonal skills, broadening and integrating one's knowledge base, accessing information through technological tools, understanding diversity, communicating effectively, and utilizing distance learning to improve access. .

RECOMMENDATIONS

1. Expand fee waivers to include pre-service students. Fee waivers for in-service personnel with Bachelor's Degrees who are enrolled in public safety courses has occurred as of January 1995.

2. Eliminate of maximum funding "CAP" restrictions for public safety programs.

3. Incorporate current technologies into public safety training curriculum, such as interactive video disk, computer assisted instruction ("SMART" classrooms), and training simulators. Analyze the POST Technology Reorganization report and incorporate recommendations.

4. Conduct training needs assessments on a regular basis by the state certifying agencies.

5. Continue developing articulation agreements that lead to a seamless curriculum and that keep current with Federal initiatives such as School-to-Work, 2+2+2, and Tech Prep for possible funding sources.

6. Examine the issue of the role private security has in community safety and of the training requirements for that industry.

7. Endorse multiple formats of instruction rather than a single model for public safety. This gives agencies choice in selecting formats that meet local needs.

8. Begin career awareness and counseling no later than high school. This advisement should acquaint students with not only the various careers, but with the ability to analyze the projected employment figures reported by the Employment Development Department.

9. Review the "Introduction" courses to Administration of Justice, Corrections, and Environmental Hazardous Materials Technology" to make sure that they contain a research component that makes them acceptable transfer courses and meets the Intersegmental General education Transfer Curriculum (IGETC) requirements. Discuss the necessity of choosing a new title for course, other than "Introduction to" if this name is not acceptable to four year colleges/universities.

10. Endorse the regionalization concept which should prove to be cost effective and a realistic approach for education of public safety personnel.

TRENDS

Trend

There is an increasing demand for protection at a time when public safety budgets are facing continued cuts. This situation has prompted the need to strengthen partnerships between public safety providers and private security. All entities are realizing that with cooperation and coordination our communities will be safer. Presently, private security companies are experiencing increased hiring demands. Figures from the California Employment Development Department show that a growth rate of 46.9% is anticipated for security guards. 41,930 new jobs are projected with an additional 35,500 openings due to workers retiring or leaving their jobs for other reasons. Nationally, there are 2.4 security guards per one law enforcement officer; but by the year 2000 there will be 2.8 security guards for every law enforcement officer according to the Hallcrest Report II. Corporate security is also experiencing an increased demand not only at the guard level, but in investigative and management positions. Proprietary security personnel are being hired in the retail, entertainment, utility and computer industries. Locally, Los Angeles Mission College was selected to be a ONE STOP Training Site to retrain workers who recently lost their jobs due to corporate downsizing. Private security was one of the targeted occupations.

Trend

Increased training at all levels of public safety, including private security, will further the professional stature of the industry. The Associate of Science Degree and Bachelor's Degree are already mandatory for advancement in some police departments. According to a report in the American Journal of Police (Volume VIII, Number 1 - 1989) entitled "The Effect of Higher Education on Police Liability: Implications for Police Personnel Policy," shows that college educated officers are involved in cases of individual liability significantly less frequently than non-college educated officers. In another report in the American Journal of Police (Volume VII, Number 2 - 1988) entitled, "Higher Education as a Bona Fide Occupational Qualification for Police: A Blueprint," found that up to 62 percent of the nation's law enforcement agencies serving jurisdictions with more than 50,000 inhabitants had some form of educational incentive programs. The California Alliance of Licensed Security and Guard Agencies' (CALSAGA) mission statement reads that this organization shall be the preeminent resource to private security companies for information, representation, benefits, education and professional affiliation in California. CALSAGA is interested in professionalizing the private security industry through licensing, education and professional standards. This Alliance is the official voice of the private security and guard industry of California.

Trend

There is a trend toward collaboration/cooperation among training providers. POST wants to establish regional training centers which would include training facilities, equipment and modern training technologies necessary to ideally train and prepare public safety personnel. These centers would be shared by local agencies and trainers within a regional area, and would be part of a statewide network of training centers and facilities. The Regional Centers Advisory Committee was formed in February 1994. Eleven centers statewide are planned as a cost saving measure and revenue generators by contracting with the community for use of the center's resources. Legislative history supporting the development of regional training centers:

1988	SB1265	$300 M bond to establish regional training centers
1989	ACR58	POST conducts a needs assessment and compiles a report "A Vision of Excellence"
1991	PC13508	Directs POST to develop strategy for establishing regional training and recommend financial structure for regional training
1995		Report due to legislature in January 1995.

Activities of the regional training consortium are to formalize the training committees, gain regional support from local officials, conduct facilities inventory and needs assessment, consider potential site selections, begin work on regional facilities plans, begin the process of facility operational agreements. The final report is due to the legislature in January 1995. The findings of the regional training consortium will be correlated with those of the Public Safety Training Consortium.

FUTURE GOALS/ PROPOSED PROJECTS

1. Develop a system for evaluating the effectiveness of Administration of Justice, Criminal Justice and other Public Safety vocational education programs by creating a system for tracking course/program "completers" as well those who exit a program before completion.

2. Collaborate with the northern consortium in establishing a standardized statewide curriculum. Reach consensus regarding the standardization, sequence and integration of curriculum with the State Chancellor's Office and the certifying agencies.

3. Discuss the feasibility of alternate delivery methods of instruction, based on the results of the State Chancellor's grant on Distance Learning.

4. Study nontraditional course delivery systems such as distance learning and interactive video and make recommendations regarding their use in Public Safety education.

5. Update all curriculum materials to take advantage of emerging technologies.

6. Coordinate with the Golden West College grant to explore alternative formats for delivery that will include evening and weekend courses and make recommendations for adoption.

7. Work with hiring agencies to establish measurable outcomes, including knowledge domain criteria, performance objectives, and proficiency exams.

8. Begin developing a process for certifying classes on a state-wide basis. This will include identifying specific content in each course that will be taught in all colleges as well as establishing certifiable and fair testing to ensure that all specified material is mastered.

9. Continue working with high schools to expand Tech Prep offerings throughout California that will prepare students for careers in Public Safety.

10. Formalize an articulation process with four-year colleges, academies, and high schools.

11. Revise the introductory Public Safety Tech Prep course to include interpersonal communication and basic writing skills.

12. Develop cross-discipline courses, such as "Public Safety Supervision," that can be applicable to all four Public Safety disciplines.

13. Coordinate with Golden West College grant to revise the instructor development course offered in Spring 1995 to address the recommendations in the course evaluations, and offer four additional courses in 1995/1996.

14. Explore integrating a mentoring component into instructor development training and make recommendations regarding implementation.

15. Define different career paths for the core curriculum, so that the students are aware of the various career options that are open to them upon completion of training.

16. Develop career pathways in a visual diagram that displays the available career options and corresponding educational requirements.

17. Collaborate with the Department of Corrections and California Youth Authority to introduce the approved Corrections curriculum into community college corrections programs within California where it is not yet adopted, and help establish such programs in regions where it is needed but does not yet exist.

18. Collaborate with Environmental Technology educators to introduce the approved Environmental Technology curriculum into community college Environmental Technology programs within California where it is not yet adopted, and help establish such programs in regions where it is needed but does not yet exist.

19. Collaborate with State Fire Marshal's Office to introduce the approved Fire Technology curriculum into community college Fire Technology programs within California where it is not yet adopted, and help establish such programs in regions where it is needed but does not yet exist.

20. Collaborate with the Commission on Peace Officers Standards and Training to introduce the approved Law Enforcement curriculum into community college Administration of Justice programs within California where it is not yet adopted, and help establish such programs in regions where it is needed but does not yet exist. This will include implementing the transfer of approximately 240 hours of POST academy coursework from academies to the community colleges.

21. Produce a video tape that can be used throughout the state to promote the use of the electronic bulletin board which posts training schedules, resource inventory, consortium goal of a standardized integrated sequenced statewide curriculum

APPENDICES

APPENDIX A

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July 19, 1995

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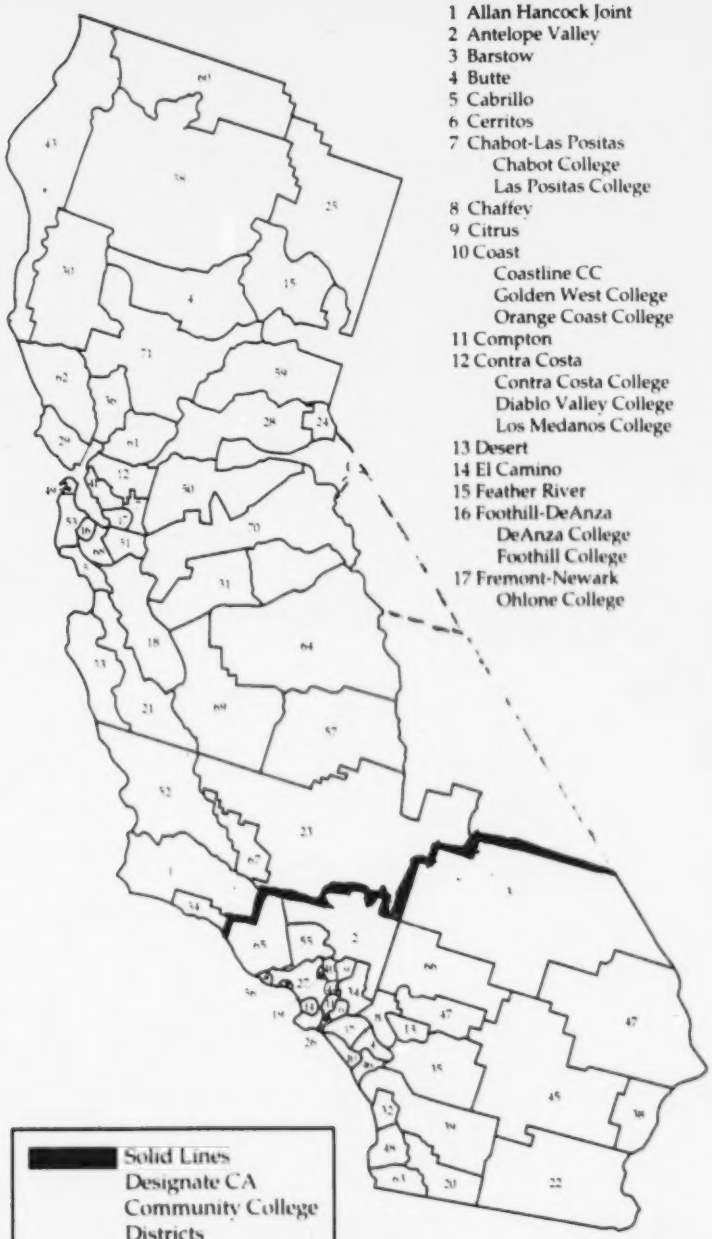
APPENDIX B

MAP - SOUTHERN CALIFORNIA TRAINING CONTORTION



Solid Lines
Designate CA
Community College
Districts

Screened Lines
Designated CA
Counties

1 Allan Hancock Joint
2 Antelope Valley
3 Barstow
4 Butte
5 Cabrillo
6 Cerritos
7 Chabot-Las Positas
  Chabot College
  Las Positas College
8 Chaffey
9 Citrus
10 Coast
  Coastline CC
  Golden West College
  Orange Coast College
11 Compton
12 Contra Costa
  Contra Costa College
  Diablo Valley College
  Los Medanos College
13 Desert
14 El Camino
15 Feather River
16 Foothill-DeAnza
  DeAnza College
  Foothill College
17 Fremont-Newark
  Ohlone College
18 Gavilan
19 Glendale
20 Grossmont-Cuyamaca
  Cuyamaca College
  Grossmont College
21 Hartnell
22 Imperial
23 Kern
  Bakersfield College
  Cerro Coso CC
  Porterville College
24 Lake Tahoe
25 Lassen
26 Long Beach
27 Los Angeles
  East LA College
  LA City College
  LA Harbor College
  LA Mission College
  LA Pierce College
  LA Southwest College
  LA TradeTechnical College
  LA Valley College
  West LA College
28 Los Rios
  American River College
  Cosumnes River College
  Sacramento City College
29 Marin
30 Mendocino-Lake
31 Merced
32 MiraCosta
33 Monterey-Peninsula
34 Mt. San Antonio
35 Mt. San Jacinto
36 Napa Valley
37 North Orange County
  Cypress College
  Fullerton College
38 Palo Verde
39 Palomar
40 Pasadena Area
41 Peralta
  College of Alameda
  Laney College
  Merritt College
  Vista College
42 Rancho Santiago
43 Redwoods
44 Rio Hondo
45 Riverside
46 Saddleback
  Irvine Valley College
  Saddleback College
47 San Bernardino
  Crafton Hills College
  San Bernardino Vly College
48 San Diego
  San Diego City College
  San Diego Mesa College
  San Diego Miramar College
49 San Francisco
  City College of S.F.
50 San Joaquin Delta
51 San Jose/Evergreen
  Evergreen Valley College
  San Jose City College
52 San Luis Obispo County
  Cuesta College
53 San Mateo
  Cañada College
  College of San Mateo
  Skyline College
54 Santa Barbara
55 Santa Clarita
  College of the Canyons
56 Santa Monica
57 Sequoias
58 Shasta-Tehama-Trinity
59 Sierra Joint
60 Siskiyous
61 Solano
62 Sonoma
  Santa Rosa Junior College
63 Southwestern
64 State Center
  Fresno City College
  Kings River CC
65 Ventura County
  Moorpark College
  Oxnard College
  Ventura College
66 Victor Valley
67 West Kern
  Taft
68 West Valley-Mission
  Mission College
  West Valley College
69 West Hills
70 Yosemite
  Columbia College
  Modesto Junior College
71 Yuba

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DISTRICTS & COLLEGES

Community College League of California

APPENDIX C

ASSEMBLY CONCURRENT RESOLUTION NUMBER 93

ASSEMBLY CONCURRENT RESOLUTION NO. 93

Introduced by:

Assembly Members Woodruff and Brulte February 20, 1992

Assembly Concurrent Resolution No. 93 - Relative to postsecondary education.

Legislative Counsel's Digest

ACR 93, as introduced, Woodruff. Postsecondary education.
This measure would request California community colleges to offer sufficient public safety training courses to satisfy state-mandated training requirements.

Whereas, The State of California has mandated training requirements for public safety employees, including law enforcement, corrections, and fire and hazardous materials response personnel; and

Whereas, These training courses are directly related to the health and safety of the people of California; and

Whereas, California's community colleges are the primary institutions offering these state-mandated public safety training courses; and

Whereas, Most community colleges are experiencing significant student growth and severe financial problems necessitating a reduction of courses and programs; and

Whereas, The curtailment of public safety training courses has created hardships and barriers to meeting these state-mandated training requirements; now, therefore, be it

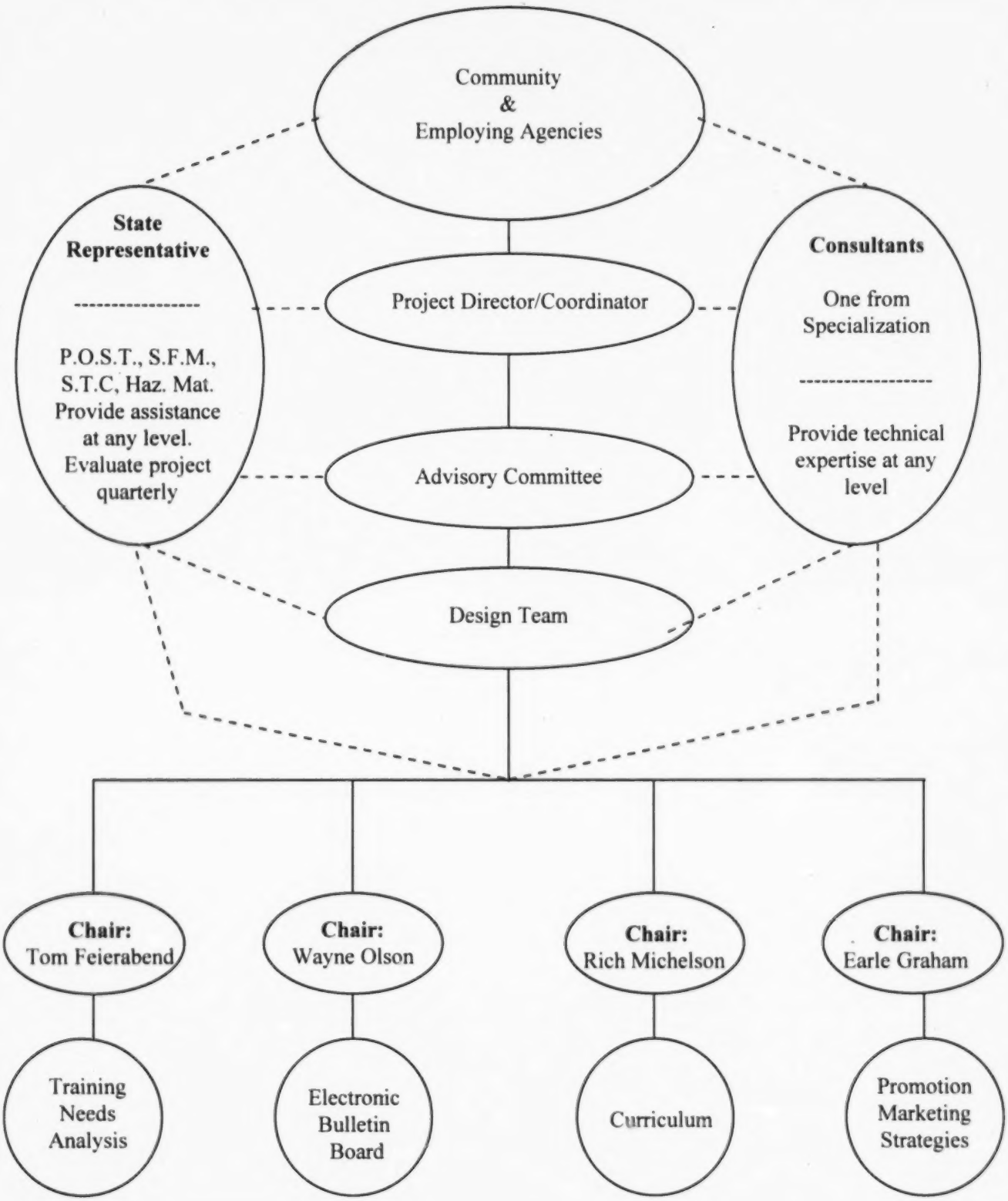
Resolved by the Assembly of the State Of California, the Senate thereof concurring, That California's community colleges offer sufficient public safety training courses to satisfy state-mandated training requirements, participate in regional consortiums of community colleges in order to minimize duplication of training courses, and make training programs more readily available; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Governor and the Board of Governors of

APPENDIX D

ORGANIZATIONAL CHART

Organizational Chart



APPENDIX E

RESOURCE SURVEY

Resource Survey

Please only indicate the areas and materials that are available for use by other organizations/institutions, free or some cost. Do not indicate the cost since this may change over time.

Institution/Facility_____ Address_____
Telephone( )_____ FAX( )_____ email_____
Contact person_____

Facility

- ☐ **Classroom(s)**
  Size_____
  Size_____
  Size_____
  Size_____
- ☐ **Smart Classroom(s)**
  Size_____
  Size_____
  Size_____
  Size_____
- ☐ **Computer Lab(s)**
  Size_____
  Size_____
  Size_____
  Size_____
- ☐ **Conference/Theater(s)**
  Size_____
  Size_____
- ☐ **Courtroom(s)**
  Size_____
  Size_____
- ☐ **Tower(s)**
  Height_____
  Height_____
- ☐ **House(s)**
  Search_____
  Tear Gas_____
  Live Fire_____
  Laser_____
  Fire/HazMat_____
  Other_____
- ☐ **Village(s)**
  Search_____
  Tear Gas_____
  Live Fire_____
  Laser_____
  Fire/HazMat_____
  Other_____
- ☐ **Jail(s)**
  Search_____
  Tear Gas_____
  Live Fire_____
  Laser_____
  Fire/HazMat_____
  Other_____
- ☐ **Driving Course(s)**
  High Speed_____
  Defensive_____
  Other_____
- ☐ **Tower(s)**
  Fire_____
  Repelling_____
  Other_____

Equipment

- ☐ **Vehicle(s)**
  Sedan_____
  Truck_____
  Van_____
  Command Post_____
  Other_____
- ☐ **Radio(s)**
  Base Station_____
  In Vehicle_____
  Hand Held_____
  Other_____
- ☐ **Fire Arm(s)**
  Hand Gun_____
  Shot Gun_____
  Rifle_____
  Other_____
- ☐ **Simulator(s)**
  Driving_____
  Shooting_____
  Fire_____
  Other_____
- ☐ **Fire**
  Truck_____
  HazMat_____
  Smoke_____
  Other_____
- ☐ **Custody**
  _____
  _____
  _____
  _____
- ☐ **Video**
  Recorders_____
  Projector_____
  Production_____
  Studio_____
  Other_____
- ☐ **Computer**
  Portable_____
  Scanner_____
  Other_____

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APPENDIX F

POSITION PAPER
"INTEGRATION, STANDARDIZATION AND SEQUENCE OF PUBLIC SAFETY COURSE WORK"

Southern California Public Safety Training Consortium

POSITION PAPER
Integration, Standardization and Sequence of Public Safety Course Work

Integration

There are many exciting models and enormous creativity focused on the task of integration. Policy makers, educators, business people and learning specialists support integrative practices in an attempt to prepare job seekers for the demands of the work place. Not surprisingly, cognitive scientists have reaffirmed the importance of learning in specific contexts, suggesting that combining vocational approaches with academic content may generate more powerful results. Similarly, the United States Labor Secretary's Commission on Achieving Necessary Skills (SCANS) found that the most effective way of learning skills was to place learning objectives within a real environment rather than insisting that students first learn in the abstract what they will be expected to apply. The potential of efforts to integrate vocational and academic education is tremendous and should prove to enhance people's ability to apply their knowledge. The Southern California Public Safety Training Consortium endorses the power of integrated models, all the while understanding that integration is a dynamic process. It is envisioned that the integration process initiated as a result of this grant will move from small changes to more thorough reforms, and that new forms of integration will emerge. It is on this premise that the consortium recommends a multi-format integration model which meets local needs rather than mandate a single delivery model. The delivery model selected must specifically integrate critical thinking skills, interpersonal skills, vocational/academic competencies, information access through technological tools, diversity issues, communication skills and decision making.

Standardization

Results of studies from several Public Safety Curriculum Projects, indicate the need and desire of educators and practitioners to develop a standardized statewide public safety curriculum. Standardization will provide an educational system that is less costly, but more efficient by having in place a systematic, well-organized and comprehensive approach to preparing students for careers that maintain the safety of our citizenry. Standardization is already implemented in many vocational areas including nursing and aeronautics. It is imperative that there be consistency and standardization in public safety curriculum as well, because students are preparing to engage in work in which they could be responsible for making life or death decisions.

The Southern California Public Safety Training Consortium concurs with the findings of the Public Safety Curriculum Projects because overlap in course content is costly for students and training institutions. Instructional duplication primarily exists when students are being required to study the same material in more than one public safety course and possibly again in an academy, a time-consuming process that may benefit some, but that frustrates many others. Once students demonstrate mastery of concepts they should not be expected to repeat similar course work; therefore, curriculum should be "outcome based" rather than "hour based." By having the curriculum standardized, students relocating to another part of the state would be able to transfer and receive credit for their completed coursework or certificates.

Core curriculum is already identified in Corrections, Fire Technology and Environmental Safety and is proposed for Law Enforcement. These core curricula are distinct, but by uniting under the umbrella of Public Safety, educators in these fields can more easily share proven teaching methodologies, work collaboratively to promote their similar political concerns, share resources and jointly influence curriculum methodologies to include an overview of careers and jobs available within the industry.

Sequence

The consortium has chosen the broader view of the term "sequence" which includes "a seamless curriculum involving articulated high school Tech Prep public safety programs which lead to an Associate of Science degree and transfer to four-year programs. Articulation agreements should be in place to support the seamless curriculum. Representatives from high school Tech Prep programs, community colleges, four year colleges/universities and public safety practitioners have begun the process and articulation agreements will be formalized in the summer of 1995.

The consortium encourages the development of a career education master plan for public safety education to promote career development, career change, or promotion.

a. Elementary grades K-6 -- public safety career awareness.
b. Middle grades 7-8 -- public safety career exploration.
c. High school grades 9 - 12 -- entry level public safety career preparation. Articulation with academies, adult school/ROP's, community colleges, and 4-year programs.
d. Post-secondary training, certificates and degrees
e. Continuing education/life-long learning